

## **APPENDIX J**

### **ADAPTED PHYSICAL EDUCATION SPECIALISTS SUGGESTIONS AND BEST PRACTICES FOR WORKING WITH INSTRUCTIONAL AIDES**

There are several types of Instructional Aides (IA) utilized to assist with the implementation of the Adapted Physical Education program, for example:

1. Classroom IAs are under the direct supervision of the special day class teacher or assist with a one-on-one placement.
2. An IA hired for the purpose of assisting the Adapted Physical Education specialist in the implementation of the Adapted Physical Education program, under the direct supervision of the Adapted Physical Education Specialist.
3. An IA assigned to a particular student.

#### **TIPS FOR WORKING WITH IAs FROM THE CLASSROOM**

- Conduct class as a team not as teacher and subordinate.
- Provide schedule of dates and times of activities for Adapted Physical Education sessions as well as day to day scheduling for specific students and goals and objectives.
- Model lessons appropriately.
- Encourage questions and communication: telephone, e-mail, notes, etc.
- Share strategies and/or ideas with the IA.
- Provide equipment for successful follow-up and reinforcement of skills.
- Have a job description and a way to evaluate in a non-threatening manner.
- Praise for their support of your program, treat with respect and honor.
- To save time explaining to IA activities for the day, state IA's name to students: \_\_\_\_\_ will help you with \_\_\_\_\_ by \_\_\_\_\_.

#### **TIPS FOR WORKING WITH ADAPTED PHYSICAL EDUCATION IAs**

- Supplement and assist the Adapted Physical Education Specialist or Classroom Teacher in instruction for games and motor skills for each student.
- Assist in supportive teaching and direct teaching and/or instruction of students enrolled in Adapted Physical Education.
- Lead small groups or manage stations during class time.
- Assist in picking up students in a variety of classrooms for instructional time.
- Assist in evaluation process of student progress (data keeping and observations) during class time.

- Assist in preparation of equipment and set-up for classes at each site.
- Assist in planning; equipment preparation, maintenance, and designing materials used for lessons.
- Assist in behavior management programs for students.
- Assist in integration of students into general physical education classes, such as for special events or activities, or locker room skills.

## **IAs SUGGESTIONS FOR INVOLVEMENT IN PHYSICAL EDUCATION**

- Dress appropriately for PE (e.g., tennis shoes, clothing that allows movement, etc.).
- Responsible for classroom management.
- Be familiar with health care plan contra indications. Know child's abilities.
- Modify only as needed. Do not do everything for the students - let them develop their own modifications.
- Know about the wheelchair, power chair and other equipment safety.
- Be familiar with child's IEP modifications, may include a provision for additional adult supervision during PE at all times. This could be the Adapted Physical Education Specialist or the IA.

## **SUGGESTIONS FOR IAs IN FULL INCLUSION SETTINGS**

- The IA should listen to the teacher's directions and attempt to have the child do what the class is doing MOST of the time. The IA is not the teacher and needs to tune into the "routine" of the class to help the student be successful.
- IA's should listen carefully to the teacher's direct instruction sessions, so they can re-state the directions to the child, or pre-teach or re-teach the same framework as the teacher.
- IA's shouldn't hover over the students unless it is absolutely necessary for the student's safety.
- Staying within 5-10 feet of the student will achieve the same purpose, but not appear as intrusive or overbearing. Gradually, move farther away as students can handle more on their own.
- Be sure the IA's help other students as well as the assigned child, as this reduces the pressure on the included child, and has a greater positive impact on the whole class.
- Most IA's keep a written log of daily or weekly events, needs, questions, ideas, and modifications that worked particularly well. Teachers can write in the same log. When the principal, program specialist, inclusion special manager, etc. make their periodic visits, they begin by picking up the log to see what the current challenges or victories are. This is a good method to graph change or trace progress in a narrative form over the year.
- The IA's need to reinforce many concepts during the day. It is important to re-state what the teacher said several times without changing the tone of voice. Oral directions are given quickly in a typical classroom and often require re-stating.
- IA's should encourage peers to assist the included child during the day. There are many activities that will be more enjoyable if the student is assisted by peers rather than by an adult.
- Often, IA's do much of the modification of the curriculum. Some IA's will be better than others at this task. The IA's need to listen to the teacher's expectancies and make large or small changes based on what is known about the student's skill level. This is the most challenging part of the role, and requires sensitivity and constant flexibility. The best way to modify a task in October (e.g., 10 more jumping jacks) may be completely inappropriate 3 months later.